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ABSTRACT

Guidelines for college governing boards who are searching for the chief executive officer for a seminary, school of theology, or divinity school are presented. The seminary president will assume most of the tasks of a president in a private postsecondary institution. In addition, important considerations for a seminary president are: attending to the constituency, the church support; instilling confidence in the faculty; acting as a ministerial model and serving as the pastor for the school community; working well with the church's governing bodies; and being a good fiscal manager and fund raiser. Initiating and organizing the selection committee are covered, including choosing committee members and determining its size, and appointing a chairperson. Major tasks of search committees are: developing a presidential profile, gathering names, screening, interviewing, choosing those to be recommended, assisting in the appointment, and keeping a record of the process. Areas that can present problems are also identified, including: confidentiality, the time involved, considering internal candidates, not taking women or minority nominees seriously; and not giving proper consideration to a nominee's spouse. (SW)

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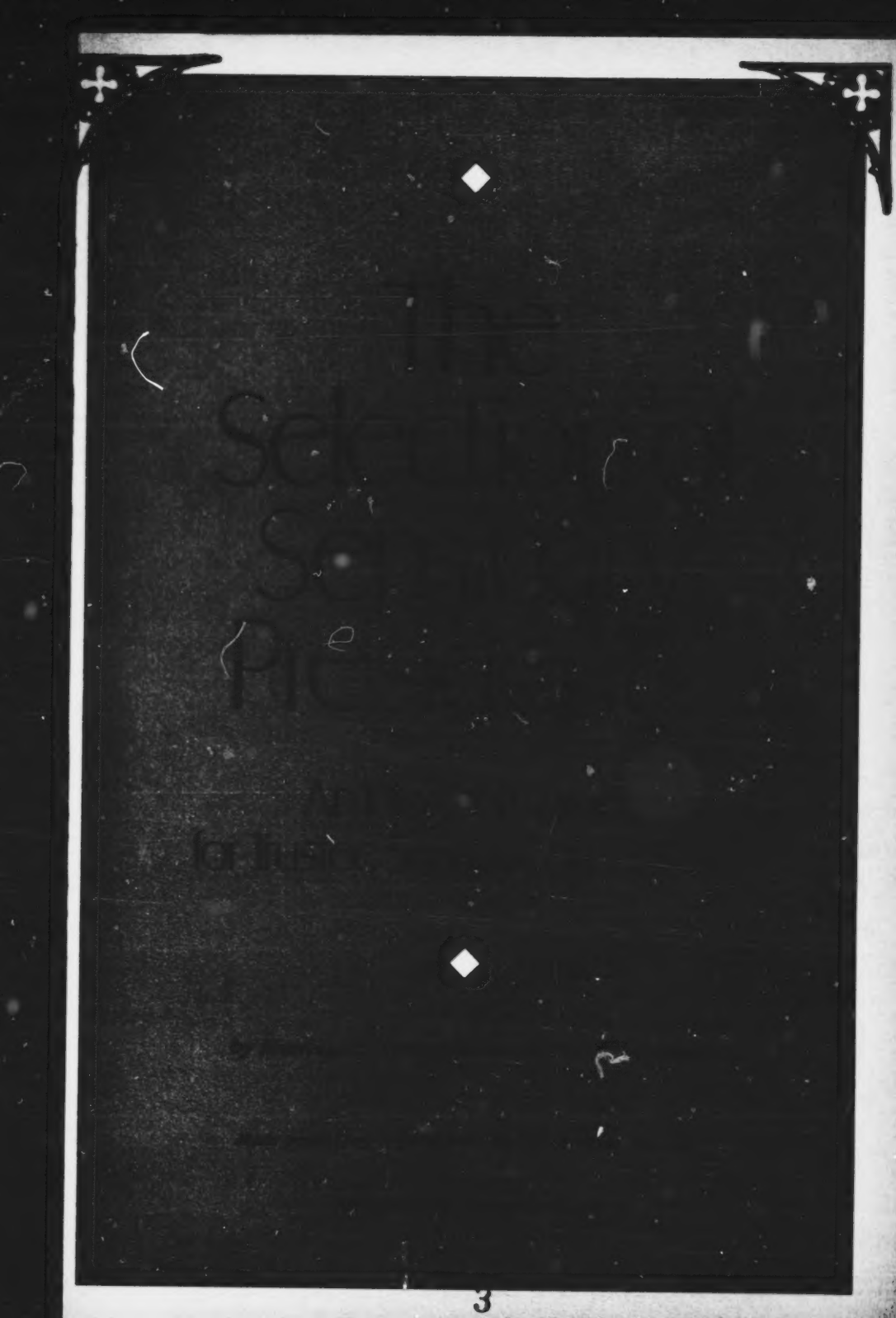

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Foreword

The Selection of Seminary Presidents is the first in a series of three monographs intended for trustees and chief executives of theological schools. The other titles in this series are *Strategic Planning for Seminaries* and *Recruiting Seminary Trustees.*

These monographs are designed to supplement readings in *The Good Steward: A Guide to Theological School Trusteeship,* a volume published in 1983 that has received phenomenal acceptance among theological school trustees and presidents. Both *The Good Steward* and this follow-up series are sponsored by The Lilly Endowment, Inc., to strengthen the development of trusteeship in theological education.

AGB's Theological School Trustee Leadership Program, begun in 1981 with the first of two grants from The Lilly Endowment, Inc., was established to help define performance standards for theological governing boards by developing self-study guidelines and illustrative bylaws. In addition, AGB created a Board-Mentor Service that provides opportunities for board self-assessment retreats for trustees and chief executives through the help of trustee-mentors professionally trained in theological governance.

The enthusiastic response to the entire program underscores the growing sense of importance placed on trustee development within theological education.

The intent of this new series is to provide informed perspectives from individuals who are knowledgeable about trusteeship and institutional governance. Their views are their own, however, and should not be construed to be official positions, policies, or prescriptions of the Association of Governing Boards or those of The Lilly Endowment, Inc.

Finally, we at AGB would like to extend a special thanks to Robert Wood Lynn and Fred L. Hofheinz of The Lilly Endowment, Inc., whose shared conviction about the importance of trust-

eeship to the future of theological education made this program and these publications possible.

Richard T. Ingram
Director, Theological School
Trustee Leadership Program

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Preface

The topic of this booklet is the search for executive leadership among seminaries, or schools of theology, or divinity schools. Even as the institutions themselves go by various names, so do titles of executive leadership; but "president" is easily the most common among free-standing schools, and "dean" is preferred for schools that are part of a university structure. The intended reader of this essay is anyone responsible for or involved in the search for a seminary president or dean. Though prepared as "An Informal Guide for Trustee Search Committees," this paper is aimed at boards of trustees as a whole, and even for ecclesiastical and academic leaders involved in the process of leader choice.

The authors have intentionally used an informal style, highlighting the special elements of seminary searches. So much is written and available on the subject of general institutional leadership it seemed advisable not to be repetitious, but rather to call the reader's attention to this literature in the bibliography.

The most crucial task of a board of trustees is the selection and assessment of a president. No other item in a board's assignment can have a larger effect on the life of the school. Yet boards of trustees frequently exercise this decisive responsibility without careful preparation and reflection on their work. The purpose of this booklet is to provide guidance to seminary boards in the single critical task of electing a chief executive officer.

The Nature of the Presidency

Since the headship of a theological school is similar in many ways to the executive position of a college, university, or other professional school, it is useful to look first at the academic presidency in general. Being a college or university president is one of the most complicated and demanding jobs in our society. It requires an extraordinary range of talents and carries a long list of expectations.

A college president is supposed to be an academic person, one who understands the special world of scholarship. That means the president must also understand the special needs and habits of professors and other idiosyncratic persons who make up the college community. The president also is required to be a developer, one who is at east with business and political leaders, many of whom have profound reservations about academic people and do not fail to express them. The president also must be a good manager, balancing a budget after raising it and wrestling with fund accounting—a system for maintaining fiscal equilibrium that laypersons on academic boards often find mysterious.

The familiar description of a president's tasks is widely available in other publications, especially those of Joseph Kauffman, Clark Kerr, and John Nason.[1] Most of the responsibilities of a chief administrator are generic to the office and appropriate for all kinds of institutions. There are differences of scale between the job description of the president of a large university and that of a president of a small, residential college, but the similarities are more apparent than the differences. Typically, the president of a large university has more staff support and can, therefore, devote more attention to external matters such as fund raising and public relations. The president of a small institution is likely to be more involved in day-to-day operations of the school in addition to being responsible for external administration. The fact is, however, that the presidency of an institution of higher learning in America is an extraordinarily demanding job.

The Seminary: An Ambiguous Institution

The contemporary theological seminary arose mainly in the 19th century out of the general educational environment of America, encouraged by interaction with Europe (especially Germany), and in response to the doctrinal struggles of the 1800s. Seminaries still reflect this history. Like all complicated institutions of learning, seminaries are ambiguous and complex organisms.

The seminary is a school of learning, with all that implies. It is also a school of the church, with all that is implied in the history of piety. It is an institution that has assumed the immunities of other educational institutions such as academic freedom, yet it exists to serve a community that identifies itself in sectarian ways. It is charged with the responsibility for educating its students, but also for making them pious and faithful. Sometimes a seminary seems more like a monastery than a school. It is responsible for training clergy in pastoral and priestly roles. Sometimes it seems to veer close to the definition of a trade school. At other moments, the teachers are researchers using the scientific tools available to them as scholars to clarify and correct the pious and faithful traditions of the church.

In this bucket of contradictions lie the possibilities of exquisite problems for trustee and presidential leadership.

The Special Qualities of a Seminary President

The seminary president will share most of the tasks of a president in a private postsecondary institution. But significant emphases will be apparent and should be taken into account when identifying a prospective seminary president.

1. Chief among the tasks of any president is the care and feeding of the entire constituency. Normally, the president will be assisted by a dean in leading the internal life of the school. But external relationships will be a president's per-

sistent care. The constituency, in this instance the church support group, will have expectations about the school, its character, its graduates, even its curriculum. Sometimes there are deep and troubling differences of judgment about the proper role of a seminary in a denomination. As recently as 1972, a seminary of a major U.S. denomination was the center of a bitter doctrinal struggle with the church leadership. The president must be knowledgeable and alert in external relationships.

2. The president must be a person who is able to instill confidence in the faculty as well as the denominational leadership. This means that the president should identify with the academic community as a scholar himself (or herself) or have a reputation as one who understands the scholarly task. The chief officer of the school mediates the school to the church and the church to the school. A chief executive's credibility with faculty is essential for good morale in the institution.

3. The president should be a person with demonstrable love for the church. More than is the case in other schools, the seminary president is a professional model for students. How the president bears himself or herself will greatly affect the shaping of a ministerial model.

4. The president must move gracefully in the governing bodies of the church that support the seminary. While the seminary is a school, it is the church's school. Its primary mission is to educate the church's leadership. The constituency will have definite opinions on the quality of ministry and will need access to the president to express these judgments.

5. Like the heads of other schools, the president should be a good fiscal manager and fund raiser. But funding theological education has special problems. Because of First Amendment issues, public resources for seminaries are severely limited. Also, seminary graduates are notably less affluent than graduates of law or medicine, so alumni giving is not generally impressive. Seminary students usually arrive on the campus heav-

ily in debt for their undergraduate programs. Thus the seminary president must cope with a more complicated strategy than normally might be faced. Income from the denomination, from local churches, from deferred giving programs, and an energetic direct support program will be required. A person capable of attending to these efforts will be a good candidate. Even if a seminary head is fortunate enough to have a development staff, he or she must still oversee the fund-raising enterprise.

6. Finally, the seminary president is the pastor of the school community. This is especially true in smaller theological schools. The community itself lends support to this view and the expectations of the ministry reinforce it. Because the president is also a fund raiser and an academic officer, the pastoral role can be complicated, even to the point of apparent compromise or dilution. Observers note that this is one of the most stressful areas of administration. In some respects, the "gatekeeper" role for the church further complicates the relationship. But a person of intelligence, judgment, and compassion can make this special presidency a successful one.

As always, the search committee is looking for a paragon, a saint, a superhuman character. Such persons seldom are discovered, but frequently are developed. If the committee does its work with special care to the unique role of the seminary presidency, it will identify persons who will grow into mature and sensitive leaders.

Starting the Search Process

The provocation for a presidential search is a vacancy in the post, present or expected. The executive might have resigned, retired, died, or been dismissed. It is not quite unthinkable, though probably it ought to be, that a search get under way before a vacancy in the position has taken place or before notice of an impending vacancy has been given and widely accepted.

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This means that in the early days of the selection process, one of the pressing concerns for the institution is likely to be the proper and happy provision for handling the possible interim between presidencies. It is not customary that this concern be placed on the shoulders of the selection committee, although that group's work is affected by whatever interim preparation is made. There must be some provision for minding the store until a new manager is chosen and arrives on the job. The board will find it wise not to burden the search group with short-run managerial decisions.

There are two ways that burdens can be placed unfairly on a search committee. First, the board must refrain from muddying the waters of long-term selection by a short-term assignment. If there is a strong internal candidate for the presidency, do not ask that person to be the interim chief executive; usually it is not fair to the candidate or the school or both. Resist the temptation to ask someone who is likely to be seriously considered for the permanent position to pinch hit, even if he or she is already in the batting circle.

The second burden to guard against has to do with a less tangible presence that can skew the wise judgment of a selection team. It grows out of the fact that, as one era of a school's life comes to an end and another begins, there develops a tendency to summarize the past. The danger exists when such a summary, positive or negative, is allowed to cast its shadow over the future.

That shadow from the past has two possible sources. If it were produced by sunshine—that is, if the terminating presidency had been highly successful—the searchers ought not define their task as being simply to duplicate the past, to find a clone for the dear departed or departing. If, however, the shadow grows out of darkness—when the immediate past is thought to have been something less than successful, perhaps even a failure—then those charged with looking for new leadership must make sure that they can identify more than just the opposite number.

To be sure, recent history cannot escape attention (and as we shall note in a moment, ought not to), but it must not be allowed to prejudge the kind of leader to be brought aboard: one who will either preserve all the glories or redeem all the disasters of the past. Neither "do-it-again" nor "don't-do-it-ever" should be the name of the new president.

Understanding the Seminary

An integral part of the selection process should be a careful examination of the seminary itself, its goals, its strengths and weaknesses, its institutional health. How easy it is to assume that a school's character, reputation, and record are the reliable givens in the case—no reason to worry!—and all it need do is to look outward for one on whom it can bestow its seal of approval.

But that day is over. Even those institutions most confident about themselves and presumably their own high quality had better start the selection process by self-inspection, and if this is to be done thoroughly and conscientiously, it should be undertaken by the board as a whole, not just by one of its committees as part of another assignment.

The point of such a recommendation should not be lost sight of. It is not just for the institution's general good health; it has something quite specific to do with presidential search. Both Clark Kerr's report of AGB's National Commission on Strengthening Presidential Leadership and John Nason's studies[2] point out that today's institutions are not only looking over a cadre of candidates, but are being looked over themselves, dispassionately and critically.

In any selection process today, mutual selling takes place—or has to take place if the result is

to be positive for the school. The day is past when a school can get the job accomplished merely by wiggling its figurative finger. It must know itself and be persuasive on the basis of that self-knowledge.

Organizing the Selection Committee

When it comes to organizing the committee, the usual wisdom is that the committee should be set up with minute and even picayunish care. The experts then disagree a bit as to what some of the details should be, but there is no dispute about the necessity for extreme thoughtfulness in every presidential search and selection.

How should a search committee be chosen? Who should do the choosing? Bylaws often are explicit and seldom awkward, at least on this point; presumably they originally were framed to get the job done well. But if the bylaws give the responsibility to one person—say, the chairman of the board—he or she is well advised not to exercise it alone. Whether appointed or elected, a search committee needs to be so chosen as never to give the impression that it is composed of somebody's cronies.

There are multifold suggestions available about who should be chosen for the search committee. Some believe that only trustees should be on the committee; others, that all major groups ought to be represented. This latter opinion is diverse: that proper proportions should be observed, or conversely, that exact proportionality is a delusion; that students should, or should not, be regular members of the committee; ditto both ways for alumni, townspeople, or nonacademic staff. Almost any precise formula for a search committee's composition has some adherents and a case probably could be made for two, four, or six faculty members; six, four, or two trustees, and the campus cop. In short: Any effort to set up a spe-

cific formulation of membership that applies to all situations alike is just a bit ridiculous.

But chairmanship is unusually important. The chairperson of the board should name the head of the search committee and normally be a member also. The nomination of the chairperson should be confirmed by the board's executive committee. Since presidential change is infrequent, it is a good idea not to presume wide understanding of procedures.

Some rules of thumb may be helpful. Experience shows that search committees work better when faculty input is unforced, automatic, and strong. More often than not, this means that a few faculty people should be regular members. But the crucial factor is not regular membership; it is normal, easy access to committee deliberations. Student opinion should be available to the committee, and this might or might not require a student member or two. The point is that composition by categories is not as important as the determination to listen to constituencies. A search/selection committee with two alumni members that did not care what alumni thought would be much less effective than one with no alumnus at all that listened to alumni opinion.[3]

The size of the selection committee ought to be a function not of categorical membership but of effectiveness. Effective size lies in the range of seven to twelve members. Some denominations require care in appointing persons to the committee who are indeed representative. It is appropriate and necessary for affirmative action to be honored in detail.

The difficult choices are not formal, however, but they require persons who will do a selfless, tough-minded, sensitive job of searching for the person needed to lead the institution. It should go without saying that somebody who was once turned down for the presidency, or not-so-secretly yearns for it, or has a special ax to grind, or is patently uncommitted to the institution has no business being chosen for the committee.

The Duties of the Committee

The committee must be instructed in its responsibilities and duties. This may not be easy to take, for the instructor might turn out to be someone who knows little more than the committee members. An instructor might be the chairperson of the board, or the former president, or another colleague who has been through the process before. The instructing agency is technically the board, and its directions can be quite simple: "Matchmaker, matchmaker, find me a president," or two or three. Its pointers and preferences ought to be few, else it could be suspected of wanting to act as the search committee itself. Those few pointers and preferences, however, should be expressed with clarity and candor so that in the days that follow no mistaken assumptions are made, no false hopes aroused. If the board is not prepared to consider a nominee from some race, creed, clan, or gender that the institution has not had in the presidency before, then it must say so. The search committee needs to know the terms under which it operates and the expectations the board of trustees has for it, and if anyone on the committee cannot accept those terms or doubts that those expectations can be fulfilled, he or she would do well to get off right away.

After the search committee has been carefully chosen and minimally instructed, what are its chief responsibilities? That is where the handbooks shine. They elucidate, elaborate, and arrange everything in chronological order, and their discussions of committee duties are uniformly useful. To escape duplication, we shall list and briefly comment on the major tasks of search committees, roughly following the outline of John Nason's *Presidential Search*:[4]

1. Developing a "presidential profile."
2. Gathering names.
3. Screening.
4. Interviewing (and being interviewed).
5. Choosing those to be recommended.
6. Assisting in the appointment.
7. Winding down.

Before a search committee gets around to the heady business of collecting names and expressing judgments, it must have a fairly explicit picture of what it is looking for. The first important duty, therefore, is to sharpen up the committee's or institution's definition of the presidency: to develop a "presidential profile." Sometimes this is an occasion for the board to review the institutional mission carefully. In any event, the committee's "profile" should be approved by the board.

In a way, the profile is the committee's shopping list, and better that than an unrealistic wish list. Sad little jokes about wanting someone who can walk on water don't help the cause. What does help is a committee's reflections on "Things we can spare if necessary," such as a Ph.D., and "Things we cannot spare," such as integrity. The compilation of two careful lists, "What is merely desirable" and "What is absolutely essential," will give sound direction to the enterprise.

Then the search committee spreads its broadest net and begins to gather in names. There is no problem with the usual advice about advertising in, say, the *Chronicle of Higher Education* and, possibly, a denominational publication; but don't assume this necessarily will produce anyone exciting. Nor is it likely that much will come from a bland, at-large invitation to the campus community. The way to get names is to go directly to the people who know the names. This means telephoning and letter writing by the most knowledgeable members of the committee and perhaps other leaders. The task dare not be left to secretaries and form letters; the committee must not be content with what comes over the transom. Set a reasonable time limit and enlist in the nominating task the best, wisest, most widely connected people both in and outside the school's constituency.

Next comes screening: However many names have been deposited in the pool by the announced deadline, the committee must begin immediately to cut the number down to some manageable total. Twelve to fifteen, eighteen to

twenty—how can one know in advance where the breakpoint will come? But if setting a precise figure for the first cut is illusory, a determination to eliminate all who clearly are not going to be seriously considered is mandatory. Don't keep nice people on the list in order to be kind—it isn't kind. Gather all the usual information on serious candidates, go through it carefully, be sure that those involved in the screening operate on common standards, use any rating system that is easy and fair, and keep the candidates—both the screened-in and the screened-out—politely informed as to where they stand. There should be no great mystery about the screening process, except that it must be done with consummate attention to detail.

The same must be said, of course, about every step along the way. The next stage, interviewing, calls for no less care. Who shall do it? How shall it be done? How many interviews? When? Where? What questions shall be asked? All of this is not puzzling if the central purpose is kept firmly in mind—to get to know the candidate as a human being: character, personality, quality of mind, imagination, spirit. But, as already noted, search is a two-way street. The candidate is doing some interviewing, too, and the institution, with the committee's representative(s) as its spokesperson(s), is the interviewee.

The result of the interviewing stage, however short or long a time it takes, should be that the committee is now ready to choose those who are to be recommended to the board. Sometimes the number of nominees is specified; sometimes it is left to the committee's judgment. In the latter case, the committee may decide to submit one name on which there is clear consensus, or two people who seem equally qualified, or at the most three candidates. If the committee can't narrow the number down to three, or preferably fewer, then it needs to go back to the drawing board. Whatever number of candidates is recommended, even if only one, the committee should remember that its task was search, not selection,

and that the actual decision is the prerogative of the board as a whole.

But once that selection decision is made, the search committee still has a useful role to play. By virtue of the task it has performed, the committee is in the best position to assist in the actual appointing of the new chief executive. Some other special committee charged with initiating the new president hardly seems necessary. The search committee should see to it that terms of employment are clearly specified, understood and accepted; that any unusual arrangements are mutually agreeable; and that timing, public announcement, and other institutional housekeeping chores are taken care of.

This is almost the end of the committee's journey. But John Nason has a useful section on "winding down and gearing up"[5] that puts a proper conclusion on the matter. For example, probably the search committee will have to see that the record of the process is preserved for the benefit of future search committees. And, again, the search committee can help greatly in making the transition from the old or interim presidency to the new administration. The search committee ought not to be expected to plan and carry out the inaugural ceremony, but it can introduce the newcomer and family to the campus and larger community to make sure that things get off to a decent and pleasant start. By this time, the committee will have fully earned its honorable discharge.

All of these various responsibilities require a considerable expenditure of time, a modest amount of money, and competent help. At the beginning of the search committee's service, the board should provide a budget to cover necessary costs: letters galore, telephone use, travel, entertainment and interviewing expenses, and secretarial salaries. Increasingly, search committees use secretarial staff or put one of the institution's own staff on stipend. The latter may be a better idea: If the committee's work load gets so heavy that a paid employee seems desirable, someone who already is informed and loyal can

keep the process from getting too impersonal. Moreover, a commercial agency might not always understand the special character of a seminary. AGB's Presidential Search Consultation Service is especially fitted to assist in sensitive searches. In any event, the committee must not underestimate the amount of work required, and it must have the liberty that sufficient financial backing can provide.

The discussion to this point has described the duties of a search committee as they might apply in any kind of higher education institution. But seminaries sometimes have their own special needs and ways of behavior. For instance, the search committee needs to be sensitive to the various polities of supporting church groups. There are ecclesiastical protocols that must be remembered. Sometimes these are substantial matters, at other times they are mere formalities or courtesies. Notifying judicatory leaders of the committee's procedures and consulting with them informally on candidates is a wise strategy. Also, it is important to inform the judicatory leadership of decisions before announcing them in the press. Thoughtfulness in this sector will pay rich dividends of good feeling.

Traps for the Unwary

To try to distill in a short space the wisdom of the selection process as developed by experts runs the grave risk of making it seem easier, smoother, less booby-trapped than it is. We need to go back over the ground we have covered and identify some of the traps that await the unwary. Perhaps the best way to present them is in pairs of dangers—not necessarily opposites but at least parallel perils.

The first are the twin bugaboos of any enterprise in which some measure of confidentiality must be established and preserved: too much openness and too little openness. On the one hand, though a personnel search is of keen inter-

est to any institution's public, a search dare not be conducted completely in the public eye. The strictures of various states' "sunshine laws" and the problems they cause in making careful searches difficult[6] apply with equal force to private institutions including seminaries. The strong candidate won't appreciate being examined in a fishbowl.

The other side of this equation also must be given proper weight. When a search committee is too reticent and gives no indication at all of what it is doing, its public is unnecessarily puzzled. Names do not have to be revealed, but some sign of progress is desirable in allaying any suspicion of idleness or irresponsibility. If too much public scrutiny is bad, so is too much secrecy; the committee should strive to escape both dangers.

A second pair of predicaments are doing the job too fast and doing the job too slowly. But immediately one has to demur: What is too fast? What is too slow? Who is to say? Since these are slippery warnings, perhaps the best face to be put upon them is to say that the search committee needs to guard against any tendency to excuse itself for either extreme it may fall into. Go as fast as you can; take as much time as you need. The committee's motto should be, "Deliberate speed, majestic instancy."

Search committees are sometimes faulted for another pair of dangers: ignoring internal candidates or not looking far enough afield. There is no cure for this mistake, or mistaken rumor, other than the committee's determined effort to include all near and far who should be considered serious possibilities.

The next three perils constitute an oversized trio only in the sense that each, when it occurs, is a failure of conception or imagination on the part of the committee. First is considering everyone on the list a "candidate" when at least some resent that self-seeking label. The safer designation, which is more accurate and less offensive, is "nominee." Everybody is a nominee, even if the nominator is one's self. There is no profit in of-

fending some first-rate "candidate" by calling him or her so.

The next two insensitivities are more than semantic. The first is not taking women or minority nominees seriously; the second is not giving proper consideration to a nominee's spouse. Whenever a search committee is guilty in either regard, the institution as well as the person so treated is the loser. Secular institutions presumably are much more likely to slip into this kind of error than seminaries, but one must not take for granted that seminaries are immune from at least unintentional prejudice.

A further word about the spouse is in order, especially since these days he may be male. When the search committee has reduced the list to the intervewing stage, the spouse as well as the nominee needs to be visited, given full consideration, and candidly told about the school's expectations and the job's perquisites. For seminaries as well as for other types of institutions, the day of ignoring the spouse is done.[7]

A pair of dangers that may apply peculiarly to theological schools is the tendency to look for too much or too little piety. Since the chief executive of a seminary is expected to be a spiritual leader, a search committee can err on the side of desiring, or being fooled by, excessive signs of religious ardor, and then over-correct that bias by giving too little credence to the genuine article. A seminary's committee must develop a special resistance to being taken in.

Assessment: A Friendly Fire

The general wisdom, about the assessment of a president's or dean's job performance can be quickly told.[8] Some kind of estimate about how the leader is doing has been made from time immemorial, over teacups, by back fences, and in campus alcoves. But gossip is no fair ground for judgment, and in recent years assessment has become periodic and systematic rather than infor-

mal and whimsical. It needs to be undertaken at regular intervals to escape giving the impression that it is prejudicial or adversarial. Every year is probably too frequent if an assessment is to be serious and thorough; every ten years too seldom; every three to five years is about right for most situations. The aim, of course, is to give both the board and the chief executive a fair chance to know how well the institution is being administered. Hold the president's feet to the fire, but make it a friendly fire.

A Final Word

The seminary, like other schools of higher learning, is a complex and fragile institution. Its health is measured by many yardsticks; but surely the quality of the presidency is the most critical. Many of the problems of a seminary can be avoided through careful overseeing by boards of trustees. The importance of their responsibility in selecting a chief administrator cannot be overestimated. The investment of time and imagination into the presidential search and assessment processes will mature in the years of enhanced quality fostered by strong presidential leadership in the school.

There are no secret formulas for fulfilling this trustee responsibility. There are, however, collected wisdom from other searches, lore from those who have done this before, and the motivation of boards to do the job well. The quality of church ministry is the product of this effort and that is worth trustees' attention.

Footnotes

1. Joseph F. Kauffman, ***The Selection of College and University Presidents*** (Washington, D.C.: Association of American Colleges, 1974); Joseph F. Kauffman, ***At the Pleasure of the Board: The Service of the College and University President*** (Washington, D.C.: American Council on Education, 1980); Clark Kerr, ***Presidents Make A Difference: Strengthening Leadership in Colleges and Universities*** (Washington, D.C.: Association of Governing Boards of Universities and Colleges, 1984); John W. Nason, ***Presidential Search: A Guide to the Process of Selecting & Appointing College & University Presidents***, 2nd. ed. (Washington, D.C.: Association of Governing Boards of Universities and Colleges, 1984); John W. Nason, ***Presidential Assessment: A Guide to the Periodic Review of the Performance of Chief Executives***, 2nd. ed. (Washington, D.C.: Association of Governing Boards of Universities and Colleges, 1984).

2. Kerr, ***Presidents Make A Difference***, chs. 1, 2; Nason, ***Presidential Search***, chs. 4, 7.

3. Nason, ***Presidential Search***, ch. 1.

4. ***Ibid.***, chs. 3, 4, 5, 6, 7, 8, 9. See also Kauffman, ***The Selection of College and University Presidents***, and ***At the Pleasure of the Board***, ch. 3.

5. Nason, ***Presidential Search***, ch. 9.

6. Kerr, ***Presidents Make A Difference***, chs. 2, 8.

7. ***Ibid.***, ch. 3; Nason, ***Presidential Search***, ch. 7.

8. Kauffman, ***At the Pleasure of the Board***, ch. 9; Nason, ***Presidential Assessment***.

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Merrimon Cuninggim is president of the Center for Effective Philanthropy. He is a past president of the Danforth Foundation and of Salem College (North Carolina) and a former member of the board of directors of the Association of Governing Boards of Universities and Colleges. Cuninggim serves on the board of visitors of Wake Forest University, and is a retired member of the boards of trustees of Vanderbilt University (Tennessee) and Duke University (North Carolina).

F. Thomas Trotter is general secretary of the Board of Higher Education and Ministry of The United Methodist Church. He is a former dean and professor at the School of Theology at Claremont, Calif., where his specialty was theology and the arts with an emphasis on literature and film. He is the author of numerous books and articles, serves on the boards of several organizations, and is editor-at-large of *Christian Century*.

Association of Governing Boards of Universities and Colleges
One Dupont Circle, Suite 400
Washington, D.C. 20036
202/296-8400